DOCUMENT RESUME

ED 336 590 CE 058 975

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TITLE Improving Oral Reading in Mentally Handicapped Adults through Increased Opportunity and Practice.
PUB DATE Aug 91
NOTE 94p.; Practicum report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Reading Programs; *Learning Activities; *Mental Retardation; *Oral Reading; *Outcomes of Education; Program Effectiveness; Program Implementation; *Reading Instruction
IDENTIFIERS Silvaroli Classroom Reading Inventory

ABSTRACT

A project developed a plan to improve oral reading in 12 mentally handicapped adults by stressing observation of punctuation marks, reading in phrases, using proper volume, and increasing confidence levels. Identifying the parts of a book and identifying new words were also included. The 12 students were reading below their potential, as shown by the hearing capacity portion in comparison with the work recognition instructional level on the Silvaroli Classroom Inventory. A 10-week oral reading program of specialized instruction to improve oral reading, to increase word identification skills, and to make the students aware of book orientation was started. The oral reading program objectives were to be achieved through echo reading, modified repeated reading, imitative and assisted reading, book orientation, and content reading--including study systems. Evaluation was made by comparing student scores before and after implementation of the program; scores increased from 20 percent to 100 percent. Students in the target group developed confidence, displayed more fluent oral reading, and seemed to enjoy oral reading more. They also developed greater interest in books, increased understanding of books, and increased their vocabulary for greater reading fluency. (Appendixes include pretests/posttests, student checklists, student surveys, and interest inventories.) There are 19 references. (Author/KC)

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IMPROVING ORAL READING IN MENTALLY HANDICAPPED ADULTS THROUGH INCREASED OPPORTUNITY AND PRACTICE

by

Tracy L. Gillette

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference.

CE056575

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ABSTRACT

Improving Oral Reading in Mentally Handicapped Adults Through Increased Opportunity and Practice.

Gillette, Tracy, 1991: Practicum Report, Nova University, The Center for Advancement of Education
Descriptors: Oral Reading/ Teaching Reading/ Remedial Reading/ Reading Improvement/ Reading, Adult Education/ Bibliotherapy/ Psychology of Reading/ Reading - Study and Teaching/ Supplementary Reading and Fluency/

The purpose of the research was to develop a plan to improve oral reading in 12 mentally handicapped adults to make communication through oral reading more effective, by stressing observation of punctuation marks, reading in phrases, using proper volume and increasing confidence levels. Identifying the parts of a book and identifying new words were also included. The 12 students are reading below the potential, as shown by the hearing capacity portion in comparison with the word recognition instructional level on the Silvaroli Classroom Inventory. The writer addressed the problem by implementing a 10 week Oral Reading Program of specialized instruction to improve oral reading, to increase word identification skills and to make the students aware of book orientation. The Oral Reading Program objectives were to be achieved through echo reading, modified repeated reading, repeated reading, imitative and assisted reading, book orientation and content reading including study systems. The Oral Reading Program contained a weekly schedule to teach each area to improve oral reading, as well as the inclusion of activities for use in the Oral Reading Program. Evaluatiion was ascertained by comparison of student scores before and after implementation. Students within the target group developed confidence, more fluent oral reading and enjoyment of oral reading. The students developed greater interest in books, increased understanding of books and the students increased vocabulary words for greater reading fluency. Appendices included student checklists, student surveys and student inventories.

Authorship Statement

I hearby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field in the hope that my work, presented here, will earn similar respect.

Tracy L. Gillette

Tracy L. Gillette

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CHAPTER I

Purpose

An agency that provides day care for mentally handicapped adults in north Florida was the setting for the practicum paper. The agency is located within a city that has a population of 132,000 people. The city contains three major colleges, two hospitals and an airport. The county has a population of 188,600. There are two other agencies that provide adult day care in the area.

The agency is licensed to have 90 clients in the building at one time. Currently there are 53 clients at the agency. Forty-eight of the clients are medicaid recipients. The clients range in age from 21 to 98 years old. Clients aged 18 and older are accepted. Twelve clients are White and 41 are Black. The main diagnoses of the clients are mental retardation (21), stroke (eight), mental illness (seven), senile dementia (five), alcoholism (four), auto accidents (three), Alzheimers disease (two), blind (two) and physical symptoms of aging (one).

There is a director, a public relations person, three licensed practical nurses, a social worker, a

bookkeeper, four day-room activity employees, and a mailroom supervisor at the agency. The agency contains 12 offices, three store rooms, two kitchens, one dining room and one large day-room. There are three classrooms at the agency. There are two life skills teachers and one basic academic skills teacher. Fifteen students are enrolled in each class. The writer of the practicum report teaches two life skill classes five days a week. One class is offered one and one half hours Monday through Friday, and the other class is offered two hours each day.

Previous teaching experiences of the writer included the following: kindergarten, college remedial writing, high school dropout prevention, substitute teaching, and tutoring junior high school students at a community agency. The writer has been teaching mentally handicapped adults for over one year in the agency where the study is taking place. There is flexibility to teach various topics using the life skills and basic education curriculum.

Low reading levels in the students presented a problem that was documented by teacher observation checklists and by administration of reading tests. The

students' scores ranged from grade .07 to high school level. Previously, oral reading was not emphasized in the life skills class, therefore the students have not had the opportunity to significantly develop individual oral reading skills.

Reading aloud is a necessary and an important way to communicate; reading alouid is a way to enjoy reading,especially to an audience. Oral reading has previously been neglected in the education process. Oral reading was not considered as important to reading comprehension as silent reading. Recent research showed that oral reading does benefit the reader by improving reading skills, improving learning, and enhancing language development. Reasons to read aloud are to entertain, to inform, to explain, to strengthen reading, writing and speaking skills and to improve listening comprehension.

Reading is the most important discipline in education, reading generates more than 1,200 research projects annually. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to students. Beginning with the late 1960's, there has been a dramatic decline in

the number of books read by students in classroom. Each year less and less is read. The decline is so sharp that in 1979 when asked, "What have you read lately?" the students named classroom textbooks; the answer is given not once, but numerous times. Lack of interest in reading is apparent in both public and private schools, in suburban as well as urban locales. In one private school, the entire sixth grade could not name more than five books that had been read in the last three months (Trelease, 1989).

Students need to be read to so that good reading can be enjoyed and imitated. The students will probably finish the year sounding like the lowest reading group unless good oral reading is modeled. Students might be permanently discouraged with reading if worksheets were used exclusively and reading aloud was not done. The student who is unaware of the riches of literature certainly can have no desire for books. Reading aloud should be done in all classrooms because of the many learning experiences oral reading provides. Reading aloud exposes the student to the following:

. a positive reading role model;

. new information;

- the pleasures of reading;
- rich vocabulary;
- good grammar;
- a broader variety of books than would otherwise be chosen;
- richly textured lives outside personal experience; and
- the English language spoken in a manner distinctly different from that in television sitcoms.

At the same time, the student's imagination is stimulated, attention span stretched, listening comprehension improved, emotional development nurtured, the reading - writing connection established, and negative attitudes are reshaped to positive attitudes (Trelease, 1989).

> Oral fluency rarely appears as an instructional objective in reading skills hierarchies, teacher's manuals, daily lesson plans, individualized educational plans, or remedial intervention. Lack of fluency of most poor readers, usually described as word-by-word reading is noted in 10 recently reviewed textbooks on reading difficulties, in teachers' descriptions of poor readers' behaviors in most commercial diagnostic tests of reading ability, and in research describing poor readers (Allington, 1983:556).

Schreiber, as cited by Miccinati (1985), believed

students rely heavily on prosidic cues, such as intonation, stress and duration for understanding speech.

When faced with the considerable task of learning to read, extensive reading practice in the presence of a literate, supportive adult will be required. There is surprisingly little time available for individual students to read aloud under the classroom teacher's direct supervision (Allington, 1983 and Morris, 1986). In some cases, oral reading occurs only as a stumbling, round robin performance where students often model poor oral reading for classmates. Unless students are taught how to read orally and are encouraged to read aloud in order to communicate, the oral reading done is likely to be worse than no reading at all. Taylor and Connor,as cited by Ross (1986), believed oral reading was a natural transition from speech to print for the person who is learning to read. Heinrich, as cited by Ross, belived reading enabled a person to sense the relationship between spoken and printed words. Oral reading for purposes of communication helps the student see reading as

a continuous, meaningful process instead of a series of skills to be mastered.

The population effected in the study consisted of 12 students in two life skill classes who are above high school age. Each student has a mental handicap, and four of the students use a wheelchair. One student has occasional stuttering and four have slightly slurred speech. The students' individual handicaps are as follows: mental retardation and seizures (two), mental retardation - without seizures, schizophrenia (two), effects of alcoholism (two), auto accident - closed head injury (two), senile dementia, Down's Syndrome and cerebral palsy.

The Slosson Oral Reading Test and the Silvaroli Classroom Inventory were administered to the students; the test scores are shown in Tables 1:8, 2:9, 3:10, 4:11 and 5:12. The students' reading scores may vary daily due to medication levels, brain functioning, body chemistry and mood changes. In nine students, the scores are from one-third of a year to approximately two years higher on the Slosson Classroom Inventory than on the word recognition frustration level of the Silvaroli Classroom Inventory because

the Slosson test does not denote independent, instructional or frustration levels.

Table 1
Slosson Oral Reading Pretest Student Scores 1991

Student	Sex	Age	Grade Level	Number of Words Correct
1	F	33.2	1.0	20
2	F	71.7	0.7	14
3	M	42.0	3.8	76
4	F	68.0	5.1	102
5	F	61.6	5.5	110
6	F	47.5	6.1	123
7	F	59.5	6.8	137
8	F	43.7	6.9	138
9	F	73.3	7.2	144
10	M	36.11	8.5	171
11	M	47.1	9+	181
12	M	51.6	9+	183

Table 2

Silvaroli Classroom Inventory Scores
on Word Recognition and Comprehension
at Independent Reading Levels

Student	Word Recognition Independent Level Grade	Comprehension Independent Level Grade
1	PP	PP
2	PP	PP
3	P	1
4	2	1
5	PP	1
6	2	1
7	1	2
8	PP	4
9	1	2
10	2	5
11	5	7
12	5	4

Table 3

Silvaroli Classroom Inventory Scores
on Word Recognition and Comprehension
at Instructional Reading Levels

Student	Word Recognition Instructional Level Grade	Comprehension Instructional Level Grade
1	PP	PP
2	PP	PP
3	2	2
4	3	2
5	4	4
6	4	2
7	5	7
8	3	5
9	3	3
10	7	6
11	6	3
12	6	3

Table 4

Silvaroli Classroom Inventory Scores
on Word Recognition and Comprehension
at Frustration Reading Levels

Student	Word Recognition Frustration Level Grade	Comprehension Frustration Level Grade
1	PP	PP
2	PP	PP
3	3	3
4	4	3
5	5	5
6	none	3
7	6	3
8	4	6
9	4	7
10	8	none
11	none	8
12	none	6

Table 5

Silvaroli Classroom Inventory Scores
at Hearing Capacity Levels
Compared with Instructional Word Recognition Levels

Students	Hearing Capacity Grade	Instructional Word Recognition Grade
1	P	PP
2	1	PP
3	6	2
4	6	3
5	5	4
6	6	4
7	7	5
8	5	3
9	7	3
10	8	7
11	8	6
12	8	6

On the Slosson Oral Reading Test students read from a list of words, and on the Silvaroli Classroom Inventory, students read paragraphs and answered written questions about the paragraphs. A pretest checklist for 13 elements of oral reading was administered to the 12 students in the study (Miller, 1978) (Appendix A:63). A teacher-made reading attitude survey was administered to the 12 students in the study (Appendix B:66). A book orientation checklist was administered to the students, which measures five areas of book orientation (Appendix C:71). The students were willing to read orally when called on to read in class. Each student had different strengths and weaknesses on the oral reading checklist results (Miller) (Appendix A:63) (Table 6:14).

An attitude survey indicated the students' attitudes toward school and reading were in the middle to positive range (Appendix D:73). An interest inventory indicated the students spend time reading, however; there is a lack of knowledge and awareness of reading (Miller, 1978) (Appendix E:75). A few students indicated a dislike for reading; however, in the classroom the same students have shown enjoyment

when there is success in reading. Naming books the students have at home or have read in class was very difficult for the students. The students tried to answer attitude survey questions with positive answers in order to please the teacher and to be agreeable.

Table 6

Student Scores on the Pretest Oral Reading Checklist

18 Points = 100 Percent

Students	Total Points Earned on Test Items: 1,2,3,4,7 and 9
1	6
2	7
3	9
4	10
5	9
6	8
7	9
8	10
9	12
10	9
11	7
12	9

A learning style indicator was given to the 12 targeted students to show the style of learning that is most effective for each student (Lapp and Flood, 1983:365) (Tables 7:16 and 8:17). On the learning style indicator more students indicated more work was accomplished when working with other students than when working alone. More students preferred to work slowly, rather than quickly. The results on the four questions mentioned above seem to correspond with the student behavior that is observed daily in the classroom. On the other six questions the students' self evaluations of the learning styles seemed unclear to most of the students when the test was administered.

Table 7

Learning Style Indicator

Directions: Read each pair of statements and mark the box next to the statement that most closely describes you.

Questions 1 Through 10

1. __ I understand things better form a picture.
   __ I understand things better from someone telling me or reading about them.

2. __ I look at charts and diagrams before I read the written part.
   __ I read the written part before I look at the charts and diagrams.

3. __ I memorize things by writing them out.
   __ I memorize things by repeating them aloud.

4. __ I like examples first, rules later.
   __ I like rules first, examples later.

5. __ I usually get more done when I work alone.
   __ I usually get more done when I work with others.

6. __ I enjoy doing a number of things at the same time.
   __ I prefer doing things one at a time.

7. __ I usually ask "why" questions.
   __ I usually ask about facts.

8. __ I prefer working quickly.
   __ I prefer to work slowly.

9. __ I answer questions quickly.
   __ I answer questions carefully and slowly.

10. __ I take chances at making mistakes.
    __ I try to avoid making mistakes.

(Lapp and Flood, 1983:365)

Table 8

Learning Style Indicator Results

Questions 1 - 10	Number of Student Responses First Answer	Second Answer
1	2	10
2	7	5
3	8	4
4	3	9
5	5	7
6	3	9
7	3	9
8	4	8
9	2	10
10	8	4

The adult students in the study had reading skills which might be improved when given the opportunity for additional oral reading, due to the difference in the hearing capacity levels on the Silvaroli Classroom Inventory, which are from one to four grade levels higher than the instructional word recognition levels (Table 5:12). Materials that were selected for oral reading will be at the student's independent reading level. When oral reading was first introduced the students were not very interested. Some of the students did not know what oral reading meant. Some students were reluctant to read loud enough to be heard. Some students slouched over the desks while reading. The students were not very skilled in many of the areas on the 13 item oral reading checklist (Miller, 1978) (Table 6:14). The students became receptive to reading activities that required personal involvement.

One-hundred percent of the students scored an average of nine points or 50 percent, on the oral reading pretest checklist (Miller, 1978) (Appendix A:63) (Table 6:14). The students should be able

to score an average of 15 points or 83 percent on the pretest. There was an average discrepancy of six points or 33 percent on the pretest. The author designed and implemented an oral reading program to improve oral reading and book orientation.

The objectives of the study were the 12 targeted students to become more fluent in oral reading and to have knowledge of book orientation. At the same time the students should be developing fluency in oral reading, confidence and enjoyment in oral reading should also expand. Improvement in oral reading skills should result in the students reading with more expression which can make reading comprehension easier for the reader.

Using six of the 13 items on the oral reading checklist (numbers 1,2,3,4,7 and 9) each student could score a possible 18 points, three points for each of the six items being tabulated (Miller, 1978) (Appendix A:63). The 13 item oral reading checklist identifies 13 components of oral reading that would indicate fluent and effective oral reading. The six selected items were chosen to enable the students to improve on the six items, whereas improvement on

the other items could occur gradually, as the student improved on the six designated items. Emphasis was not placed on the other items due to the mental handicaps of the targeted students. The students' average score was approximately nine points or 50 percent, on the oral reading checklist pretest (Miller) (Table 6:14). Seventy-five percent of the 12 students would be able to score an average of 15 out of 18 points or 83 percent.

The following objectives reflect the desired outcomes of the practicum:

1. After participation in the 10 week Oral Reading Program, 75 percent of the 12 targeted students will show 33 percent increases in enjoyment and confidence when reading orally before an audience, as evidenced by responses on a pre/post oral reading checklist (Miller, 1978) (Appendix A:63) (Table 6:14).

2. After participation in the 10 week Oral Reading Program, 75 percent of the 12 targeted students will show 33 percent increases in the use of good expression and the proper volume to be heard easily while reading orally, as evidenced by responses on

a pre/post oral reading checklist (Miller, 1978) (Appendix A:63) (Table 6:14).

3. After the 10 week Oral Reading Program, 75 percent of the targeted students will show 33 percent increases in observing punctuation marks and frequency of reading orally in phrases or groups of words while reading orally, as evidenced by responses on a pre/post oral reading checklist (Miller, 1978) (Appendix A:63) (Table 6:14).

4. After the 10 week Oral Reading Program, 75 percent of the targeted students will show a 2.5 percent increase in scores on the Slosson Oral Reading Test (SORT), as evidenced by the correct identification of five additional words on a pre/post test (Table 1:3).

5. After the 10 week Oral Reading Program, 100 percent of the students will show a 20 percent increase in scores, as evidenced by responses on a pre/post Book Orientation Checklist (Appendices C:71, F:78 and G:81).

The rationale for choosing the objectives was that the six elements of oral reading cited in the objectives will make the students more fluent when

reading orally. Good oral reading involves more than just correct pronunciation. A good oral reader must consider the listeners and read dramatically in order to hold the listeners' attention (Ross, 1986). Oral reading fluency will make the reader more easily understood by others, and the reader will also be able to comprehend more of what has been read. Book orientation knowledge is fundamental if students are to read independently. Book orientation will help the students to develop greater interest and understanding of how books are created, as well as how to get information about the book and how to read the book. When additional words can be identified while reading, the students' reading becomes more fluent. The author considered the objectives worthwhile because 10 weeks is sufficient time to see any improvement in oral reading fluency, to generate interest and to instruct in good oral reading skills. The chosen objectives can be used everyday. The students' quality of life can be improved through better oral reading communication skills. The students will be encouraged to use the six objectives in

everyday situations at home and in the life skills classes when communicating through oral reading.

CHAPTER II

Research and Solution Strategy

Oral reading fluency is rarely suggested as an instructional objective in reading, in educational plans or in remedial intervention, even though the lack of fluency is a characteristic of poor readers. Fluency training is a method for improving reading (Arlington, 1983). Instruction provided in fluent oral reading for the developing readers when words are produced, even though there is no phrasing or expression used, is a reasonable plan. No efficient scale with reliability for quantifying oral reading fluency exists. Relying on judgment of fluency is adequate since little is known about detailed analysis of fluency (Allington, 1983).

A lecture was attended in which (Trelease, 1991), an author spoke about the benefits of reading aloud to students. Reading aloud is the best advertisement that could be used. Reading aloud emphasizes the delights of reading and shows that reading is a pleasurable experience, not a painful or boring experience. Students need to be taught to want to read, not just taught how to read.

Reading commercials are a great way to get people interested in reading aloud. Trelease (1989) regularly gave book reports to students when lecturing at schools. Teachers thanked Trelease profusely for creating so much enthusiasm for the books. The students begged to go to the library to check out the books that Trelease had described. The characters had been talked about animatedly, the plots described dramatically and the authors were warmly described.

To reduce anxiety about reading, desensitization and visualization exercises were used to give the student a positive self image as a reader. The desensitization and visualization consisted of the following steps:

1. The student is asked to start with the eyes closed.
2. The student's head is rotated very slowly to help the student relax.
3. The student is asked to imagine reading aloud to the class; the students and the teacher are smiling and listening carefully because the reader is reading so well.

4. The student is instructed to sit up straight and pronounce each word clearly.
5. The student is asked to imagine that the whole class is clapping because the student read so fluently.
6. The teacher praised the student by telling the student that a good job was done.
7. The student is told that when the student's eyes are opened the student will be a better reader than ever before (Bradly and Thalgott, 1987).

The student seemed more relaxed and involved during the choral and repeated reading lesson. Desensitization and visualization exercises were used on the student to relieve anxiety and to help foster a positive self-image as a good reader. The techniques used were successful with the student; the reading level was raised significantly. The student's greatest improvements were in self-confidence and in attitude (Bradley and Thalgott, 1987).

Students acquired more positive attitudes toward reading when the remedial reading teacher provided a stress-free environment in the classroom. A safe

environment for the reader was accomplished by using four rules. The first rule stresses all students' reading is acceptable, the second rule to follow iscorrections are limited during oral reading, the third rule is to have the students strive for fluency and improved motivation using varied materials, and the fourth rule is to show the students the advantages of cooperative learning, which increases student self-reliance. Increased student confidence and independence were accomplished by following the four classroom rules (Delong Wolak, 1990).

Students are taught how to improve oral reading for the purposes of communication, to enable students to see reading as a continuous, meaningful process instead of a series of skills to be mastered. The students took an attitude survey first. The students listened to a recording of the reading that was done and answered a seven question self-evaluation checklist three times; once at the beginning of the study, once in the middle and once at the end of the study. The checklist covered pronunciation, enunciation, voice volume, fluency, expressiveness and audience contact. The students' attitudes toward oral reading

had not changed. The students had become more skillful oral readers and had gained confidence after becoming aware of specific strengths and weaknesses (Ross, 1986).

In order for students to become proficient oral readers, good oral reading needs to be heard. Students were read to in order to teach students to want to read. The students were read many different kinds of stories to learn sounds for letters, to say new words, new word meanings, to understand complex sentences, to develop thinking abilities and to comprehend stories. While reading, an expressive voice was used. The students were always able to see the book. Reading aloud to the students stimulated student interest, increased emotional development, increased imagination and language development (Lautenschlager and Hertz, 1984).

Instruction in fluent oral reading was given to students who could accurately reproduce words, though the students' reading was done without phrasing or expression. The techniques for improving fluency are repeated readings, read-alongs, teacher modeling, modified cloze, greater amounts of silent reading,

reduced teacher monitoring and less verbal correction of errors. The techniques produced positive changes in overall reading ability. The students became effective and efficient oral readers (Allington, 1983).

Oral reading of poetry was used to help students develop fluency in reading. A fluency training technique was used, the technique is known as the neurological impress method; the student and the teacher read the same material together, with the teacher's voice slightly louder and faster than the student's. Using another technique the student reads the material more than once, the technique is called repeated readings. In the imitative method students read along with taped material. Another fluency training technique is assisted reading, the technique required students to read phrases or sentences after the teacher read until a sufficient word recognition vocabulary is acquired. Another technique is a modified repeated reading method for groups; in modified repeated reading, the students imitate the teacher's modeling of fluent reading in unison (Miccinati, 1985).

Modeling and repetition of the readings produced positive changes in oral reading fluency. Oral reading fluency was improved by teaching students to recognize and to use the prosodic features in language. Students learned to enjoy listening and imitating the prosodic cues such as sound, stress, pitch and duration modeled by the teacher. The students' understanding of poetry deepened when theme and mood were discussed (Miccinati, 1985).

Previewing is when a learner is asked to read or listen to a passage prior to instruction or testing, the passage is read by the teacher. Previewing was done by asking students to read a passage silently and then to read the passage aloud to the teacher. The results of previewing were improved oral reading rates. As a result of previewing, incorrectly read words remained unchanged (Rose, 1984). Previewing will not be used in the Oral Reading Program because not all students actually preview silently and there is difficulty in determining if the practice is being carried out.

Peer previewing was done with learning disabled students. Peer previewing was done with a student

reading a passage aloud for another student, the other student listens and follows along as the previewing student reads. The previewer was trained by the teacher. Previewers checked periodically with the listener to be sure the reading was being done at the appropriate rate for the listener. Peer previewing led to a decrease in oral reading errors. Peer-mediated interventions were successful in promoting responsibility and positive attitudes toward the student and school (Salend and Nowak, 1988). The peer previewing strategy will not be used during the Oral Reading Program due to the targeted students speech and mental retardation handicaps. The oral reading done by most of the students might not be a good example for teaching oral reading.

A word supplied by the teacher was used to correct student errors during oral reading, then the student was asked to repeat the supplied word and continue reading. In another error correction procedure, called drill, the teacher wrote all the error words on index cards and had the students identify each error word. Drill continued until each student named all the error words correctly, two consecutive times. Phonic drill

procedure involved word supply and drill with each word sounded out by the teacher and the student, separately and together, for a total of five times until the procedure could be done with no student errors two consecutive times. As a result the drill procedure produced more words read correctly per minute (Rosenberg, 1986). The error correction techniques will not be used in the Oral Reading Program due to the amount of time required for the techniques.

Rapid teacher presentation rate and verbal praise by the teacher were used on low performing students in classrooms. When teachers talked faster and gave praise for oral reading, the students' on-task behavior improved and correct student responding increased. Oral reading was improved when students' attention to tasks was increased. Student accuracy rates were increased; however, academic performance remained the same (Darch and Gersten, 1985). The teacher presentation technique will not be used in the Oral Reading Program because the study did not include handicapped students. The students in the Oral Reading Program might not understand what was being said if the teacher increased the presentation rate.

Oral reading errors were assessed by reading ability levels and the difficulty of the material. When students with varying reading abilities read orally, graphic, grammatical and semantic errors were compared. As a result the students made more graphic errors as the reading became more difficult (Blaxall and Willows, 1984). Reading errors of the students will not be assessed for types of errors, as the Oral Reading Program will not be focused on assessing types of student error detection.

Mione (1991), a Chapter I curriculum specialist in the target county, was interviewed for strategies to use to improve oral reading with students. Mione recommended using echo reading; the teacher reads, then the student repeats the reading. Tandem reading was suggested, tandem reading is reading that is done with the teacher, the student reads one beat behind the teacher. Paired reading was suggested; there are two readers, one sits behind a reader, on the reader's dominant side. With the auditory impress method the teacher directs the speed of reading and the pronunciation of words. Oral cloze reading was suggested, using sentences with one word left out,

for the student to supply. Various degrees of improvement have occurred in student oral reading when the strategies were used on selected students, claimed Mione.

Verbosy (1991), a target county drop out prevention program specialist, was interviewed for strategies to use to identify words in isolation and for strategies in teaching book orientation. Verbosy recommended using a method called content reading, including study systems, the targeted word is written in the middle of a sheet of paper, a picture of the word, the definition and the word written in a sentence are placed randomly on the paper by the student. As a result the student views a picture of the word, pronounces the word, knows the definition and how to use the word in a sentence. The content reading including study systems will be used in the Oral Reading Program to increase word recognition.

For teaching book orientation, Verbosy (1991) recommended using a mystery pot. The names of parts of books are written on index cards which are put in a container and drawn out by students who must point out the part of a book that was on the index

card drawn by the student. The students successfully demonstrated book orientation knowledge. The mystery pot method will be used with students working in pairs to increase book orientation knowledge.

Byrd (1991), a target county coordinator of special programs for Chapter I, was interviewed for strategies to use to identify words in isolation and for strategies in teaching book orientation. Byrd recommended using seasonal bulletin boards by attaching words as the students master new added. Since the students in the Oral Reading Program are not working on the same words, the bulletin board will not be used. During the Oral Reading Program all of the students will not master the same words; instruction will be individualized.

For book orientation, Byrd (1991) recommended giving the students background information about the author, the title and the illustrator. The book was more interesting to the students when background information was given. Background information will be discussed with the students as books are being presented in the Oral Reading Program. Byrd also recommended showing the students pictures from the

books to generate interest and to give information about the book. Pictures will not be used to teach book orientation, as using pictures from the book will not help the students locate the five designated parts of the book.

A solution strategy was formulated to improve oral reading fluency based on research in the oral reading field. From the literature review, various activities were selected to meet the objectives and specific outcomes of the practicum. An analysis of the strategies brought out in the literature review correlated with the objectives of the practicum. The strategies chosen to use were selected due to the wide range in reading levels, learning styles and mental handicaps of the targeted students. A great deal of repetition is necessary in the instruction given to the students. The following strategies were used as a solution to the identified problem in the practicum:

1. taping, student monitoring and self-critiquing of oral reading (Ross, 1986);
2. teacher monitoring of oral reading by using checklist (Ross, 1986);

3. reading aloud to the students, by the teacher (Trelease, 1991 and Lautenschlager and Hertz, 1984);
4. students imitate in unison the teacher's modeling of fluent reading (modified repeated reading) (Miccinati, 1985);
5. student and teacher read the same material together (echo reading) (Mione, 1991);
6. the student reads the material more than once (repeated readings) (Miccinati, 1985);
7. students read along with taped material (imitative method) (Miccinati, 1985);
8. students read the phrases or sentences after the teacher reads (assisted reading) (Miccinati, 1985);
9. students write the word, a definition, a sentence and draw or select a picture for word identification (content reading including study systems) (Verbosy, 1991);
10. students select and identify parts of a book for book orientation (mystery pot) (Verbosy, 1991); and
11. background information about the book's title,

author and illustrator is given to the students for book orientation (Byrd, 1991).

The author, Ross (1986), was the greatest inspiration for selecting an oral reading checklist to use in the solution strategy for monitoring the students. The checklist measures specific oral reading behaviors and shows progress or lack of progress clearly.

The following areas of oral reading were mentioned by Ross (1986):

1. reads with proper expression;
2. pauses for commas and dashes;
3. stops at periods and question marks;
4. reads in phrases and not by individual words;
5. does not omit or change words;
6. does not repeat a word or begin again at the start of a sentence; and
7. pronounces the endings of words, such as in 'books' and 'going'.

The last three items on the oral reading list will not be used with the students in the Oral Reading Program due to the mental and speech handicaps the students have, accomplishment of the omitted items

could be hindered. Reading with confidence, the proper volume and for enjoyment were added as objectives in the Oral Reading Program in order for the students to appreciate oral reading and to use oral reading effectively each day.

CHAPTER III

Method

The goal of the practicum was to improve the oral reading skills of the targeted students. The goal of improved oral reading was pursued by implementing 10 weeks of modeling, practicing and student and teacher evaluating (Appendix H:83). The 12 targeted students read aloud enjoyable, meaningful material in class as a way to improve oral reading. Letters requesting permission to audio record and to photograph the targeted students were signed either by the students or by the students' legal guardians (Appendix I:86).

Prior to starting the practicum, the following tests were administered to the students: a learning style indicator (Tables 7:16 and 8:17), an interest inventory (Appendix F:78), an attitude survey (Appendix B:66), an oral reading checklist (Appendix A:63), the SORT (Table 1:8) and the Silvaroli Classroom Inventory (SCI) (Tables 2:9, 3:10, 4:11 and 5:12). At the beginning of the first week, the items on the oral reading checklist were explained and demonstrated. Emphasis was placed on six selected items from the

13 item oral reading checklist. In the middle of the fifth week, the oral reading checklist was given again. At the end of the tenth week, the pre/post oral reading checklist was given to the students for the final time.

Resources are available and were gathered from poetry books, educational magazines, newspaper articles, recipe books, wordless books, novels, short stories and student-made books. Audio recording equipment was used to enable the students to hear and evaluate the oral reading that was done in class to measure the progress made toward the objective outcomes. A camera was used to visually record student activities.

During the first week, a review of each of the 13 elements on the oral reading checklist was done (Appendix A:63). Good examples and poor examples of oral reading were modeled for the students for each of the 13 items. During the first week, poetry was described and read to the students by the author for 15 minutes each day. Poetry about stars, loneliness, love and saving the environment was used. Echo reading and modified repeated reading was done

during classtime for 20 minutes each day. Background information about the book's title, author and illustrator was given to the students to teach book orientation for 10 minutes each day. Each student was given the first of five words to identify by using the word in a sentence. A definition for the word was given, along with a picture of the word. Each student also wrote the word being studied in the content reading, including study systems method. Twenty minutes per day were spent on the content reading, including study systems method.

During the second and third weeks, assisted reading and repeated readings were used with new and previously used poems 20 minutes each day. A mystery pot was used with students selecting and identifying five parts of the books used in class for 10 minutes each day. During the third week, the second of five words was given to each student, and the content reading including study systems was used for two weeks, 20 minutes per day. When poetry was passed out to the students, the students wanted several poems to read instead of just one poem. The students eagerly and proudly located the five parts of the books the

students were reading during book orientation activities. Several students initiated conversations and questions about the additional parts of books that were not included in the practicum. From the students' questions, the author noticed the students' intention to display additional knowledge and interest in books. When using vocabulary words, the students showed a great deal of interest in the meaning of other student's words, as well as in the five words being used by each student, by asking the meaning of the other words heard in class.

During the fourth week, the students prepared food using recipes which were read aloud by the teacher and by the students 35 minutes each day. Fruit milkshakes, flavored popcorn and popovers were prepared. Modified repeated reading and echo reading were used 20 minutes each day. Using a recipe book, the students identified the five parts of the book that were being studied 10 minutes each day.

During the fifth week, imitative, assisted and repeated readings were used with the students 20 minutes each day. The reading material was about families. In the middle of the fifth week the 13

item oral reading checklist was given to the students to measure the progress that was made in oral reading (Appendix A:63). The students selected and identified parts of a book for book orientation, using the mystery pot 10 minutes each day. The third of five words was introduced to each student and the content reading including study systems was used for two weeks for 15 minutes each day. The students began to take initiative selecting materials to read.

During the sixth week, imitative, assisted and echo reading was done using humorous short stories 25 minutes each day. The stories were about aging and human shortcomings. Book orientation was used with the humorous books selected for 15 minutes daily. Word identification was continued during the sixth week. The students volunteered to read one or more short stories without being asked to for the first time.

During the seventh week, four newspaper articles were read aloud by the author for 10 minutes daily. The articles were about herbal teas, electricity, organizing a kitchen and cats. Echo reading was also done using the newspaper articles 15 minutes

each day. The fourth of five words was given to each student, and the content reading including study systems was used for two weeks to teach the words each day for 15 minutes. Book orientation was used with the materials selected for classroom activities daily for 15 minutes.

During the eighth week, short stories were read aloud by the autor 10 minutes daily. Echo reading was also used with the short stories daily for 20 minutes. The short stories are about self-help, keeping a positive attitude and the story of the life of a leaf. Book orientation was used to teach the parts of a book for five minutes per day.

During the ninth week, the students made books about stars and read the books aloud for 30 minutes each day. The students included two poems, a song, and the students wrote a description of a starry night. The students selected four names of stars from a list of stars given by the author to write in the starbooks. The author provided a definition of a star. On one page of the star books, stars were illustrated by each student. Echo reading and assisted reading was used during the ninth week for 15 minutes per day.

The students used book orientation when making star books for 15 minutes each day. The fifth and last word to be identified was given to each student during the ninth week; the content reading including study systems was used during weeks nine and ten for 10 minutes daily. A remarkable increase in confidence and enjoyment was noticed in the students during oral reading; one student said, "Oh good, poetry, hee haw."

During the tenth week, two wordless books were used. The students made up stories about the pictures in the wordless books and the stories were written down by the author for 30 minutes daily. The students used book orientation to give the wordless scrapbook a title, an author, an illustrator and to point out the beginning and the end of the book each day for 15 minutes. The students read the stories; the stories were audio recorded and the imitative method was used daily for 15 minutes. Repeated readings were also used during the tenth week of the oral reading program for 15 minutes daily. At the end of the tenth week, the pre/post oral reading checklist was administered to the students for the final time (Appendix A:63).

The students and the author used the oral reading checklist to evaluate the students' progress in oral reading.

The students were audio recorded and read to by the author during each of the 10 weeks of implementation. The reading materials selected were used at each student's independent reading level. Once a week, the students listened to and critiqued the recordings of the reading that were done in class. The students were not allowed to make derogatory comments about other students' reading. Encou agement and praise for good reading was given by the author.

The oral reading checklist was used to measure student progress and to enable the students to self-evaluate the oral reading that was being done when hearing the oral reading on an audio tape. The author measured student progress by giving a pre/post; the test was also administered in the middle of the fifth week (Appendix A:63). Midcourse corrections were not necessary, the tasks, materials and strategies would have been altered during the fifth week after the 13 item oral reading checklist was given for the second time if changes were necessary. Progress on

the oral reading checklist was also monitored by the author evaluating each student's oral reading on the audio tape. After first being introduced to the reading materials, the students were able to select the materials to be read by the student each day. Discussions and questions were part of each day's reading activity to stimulate critical thinking in the students. The topics in the reading materials were related to the students' personal everyday lives. The students were encouraged to use the information learned to live more productive and happy lives. Problem solving was used everyday with the students describing why and how the information presented in the reading material could be used.

Student confidence in oral reading increased; and as a result, positive feelings regarding school and reading improved and were reinforced during the practicum. The student's behavior indicated enjoyment when oral reading, book orientation, or the vocabulary word activities were done in class. All the oral reading activities were met with enthusiasm by the students during the implementation; the students were able to be involved in the activities everyday.

The skills gained from the implementation can be carried over into other aspects of the student's lives. The degree of student progress achieved could be seen and measured daily by the author.

CHAPTER IV

Results

Various kinds of tests were chosen to use with the students to gather information concerning abilities, attitudes and interests of the students. The following three tests were administered to the 12 targeted students as pretests and posttests:

an oral reading checklist;

the Slosson Oral Reading Test;

and a book orientation checklist.

A 13 item oral reading checklist (Appendix A:63) was used with the targeted students to record specific pre-determined behavior while reading orally. A pretest was given to measure six specific reading behaviors using the oral reading checklist, a mid and posttest were also given. The students were scored by the author on the oral reading checklist while reading orally in the classroom. All of the students had some oral reading skills. Out of a possible 18 points, the students' scores on the pretest ranged from six to 12 points. A reasonable expectation was for 75 percent of the students to be able to show

a 33 percent improvement on the oral reading checklist scores. Success on the oral reading checklist was considered to be 75 percent of the students scoring an average additional six points on the posttest or an increase of 33 percent.

The SORT (Table 1:8), a 200 word identification test measures reading level by school grade and month. The SORT is a norm referenced achievement test. Student pretest scores ranged from .07 to 9+; there was a very wide range in scores. Success on the SORT posttest was considered to be a 2.5 percent increase in scores or five new words learned by 75 percent of the students.

A five item book orientation checklist (BOC) (Appendices C:71 and G:81) was given as a pre and posttest before and at the end of 10 weeks of implementation. The BOC is a systematic observation instrument. The BOC was used as the students were asked to identify each of the five parts of the book indicated on the BOC. Student scores varied widely on the BOC; out of a possible 100 points, students

scored from 0 to 80 points. Success on the book orientation checklist was considered to be each student increasing the scores on the posttest by an average of 20 percent.

The tests were used as posttests with the five objectives of the Oral Reading Program. An increase in enjoyment and confidence when reading orally was measured by comparing the students scores on a pre, mid and post oral reading checklist (Appendix A:63) for objective one. An increase in the use of good expression and proper volume to be heard easily while reading orally will be measured by comparing the student scores on a pre, mid and post oral reading checklist for objective two. An increase in observing punctuation marks and frequency of reading orally in phrases or groups of words while reading orally was measured by comparing the student scores on a pre, mid and posttest oral reading checklist for objective three. An increase in scores on the SORT was measured by comparing student scores on a pre and post SORT (Table 1:8) to measure the effectiveness of objective four. BOC pre and posttest scores were

compared to show if objective five was met on the BOC (Appendices C:71 and G:81).

Results on the oral reading checklist (Table 9:54) indicated objectives one, two and three were met by 100 percent of the students. Student scores increased by six to 11 points. The author expected 75 percent of the students to meet the objectives by scoring 33 percent more or an additional six points on the postest. More students scored higher than was expected. The students improved in all the areas of oral reading: enjoyment, confidence, good expression, proper volume, observing punctuation and reading in phrases.

Table 9

Oral Reading Checklist Scores

Total Points Earned

Students	Pretest	Midtest	Posttest	Total Points Increased
1	6	10	14	8
2	7	10	14	7
3	9	14	16	7
4	10	11	16	6
5	9	13	17	8
6	8	13	14	6
7	9	13	16	7
8	10	15	17	7
9	12	16	18	6
10	9	15	16	7
11	7	16	18	11
12	9	18	18	9

Objective four was for 75 percent of the students to show a 2.5 percent increase in scores on the post SORT (Table 10:55) as evidenced by the correct identification of five additional words on the post SORT. Results on the SORT indicated 75 percent of the students showed 2.5 percent or higher increases in scores as evidenced by the correct identification of five additional words. Student scores ranged from .5 percent to nine percent. The author expected 75

percent of the students to achieve objective four. Increased vocabulary usually occurs as a result of reading, writing, listening and speaking.

Table 10

Slosson Oral Reading Pretest and Posttest Scores

One Word = .5 Points 100 Words = 50 Points
Five Words = 2.5 Points 200 Words = 100 Points

Students	Pretest		Posttest		Changes in Percentages
	Words	Points	Words	Points	
1	20	10	23	11.5	+ 1.5%
2	14	7	15	7.5	+ .5%
3	76	38	86	43	+ 2.5%
4	102	51	107	53.5	+ 2.5%
5	110	55	113	56.5	+ 1.5%
6	123	61.5	136	68	+ 6.5%
7	137	68.5	146	73	+ 4.5%
8	138	69	156	78	+ 9.0%
9	144	72	150	75	+ 3.0%
10	171	85.5	176	88	+ 2.5%
11	181	90.5	195	97.5	+ 7.0%
12	183	91.5	189	94.5	+ 3.0%

The requirement for objective five was for 100 percent of the students to increase scores by 20 percent on a post Book Orientation checlkist (Appendices C:71, F:78 and G:81). Results on the

book orientation checklist (Table 11:56) indicated practicum objective five was met and also surpassed. One hundred percent of the students raised the pretest scores by 20 percent. Student scores were increased from 20 percent to 100 percent. Six students increased the scores by 20 percent. The remaining six targeted students raised the scores from 40 percent to 100 percent.

Table 11

Book Orientation Scores

Students	Pretest Scores	Posttest Scores	Objective Met	Number of Points Scores Increased
1	0	60	X	+ 60
2	70	90	X	+ 20
3	40	100	X	+ 60
4	0	100	X	+ 100
5	30	70	X	+ 40
6	10	90	X	+ 80
7	80	100	X	+ 20
8	30	100	X	+ 70
9	80	100	X	+ 20
10	60	80	X	+ 20
11	80	100	X	+ 20
12	80	100	X	+ 20

During pretesting, all the students expressed concern about scoring high on the tests. The students were much more relaxed and cheerful during posttesting; only two students expressed concern about doing well on the posttests. The students' relaxed and cheerful attitude during all posttests showed an increased level of student confidence had developed as a result of implementation of the practicum. During the book orientation posttest, the students were especially eager to point out the parts of the book. The students enjoyed the posttests, the posttests made the students feel the work done during the practicum implementation was important.

CHAPTER V

Recommendations

Many positive effects could result from widespread implementation of the solution strategies used in the practicum. Oral reading has many benefits for handicapped adults and the Oral Reading Program can be implemented in any classroom setting. A program stressing oral reading has the advantages of students becoming more confident readers, enjoying oral reading, and improving oral reading fluency. Book orientation will promote interest in books and provide background information on the books. The advantage of increased word identification is more fluent oral reading.

The Oral Reading Program will be shared with two program specialists and the assistant principal of adult education, who can make the program available to all adult education teachers. Due to the successful results achieved in the practicum, the Oral Reading Program will be implemented by the author in the life skills class next year. The Oral Reading Program will be condensed into a 10 page manual. The photographs taken of the students during the 10 week

implementation period will be compiled into a student scrap book to be shared with the two other teachers at the target agency.

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Appendices

Appendix A

Pre/Posttest Oral Reading Checklist

Appendix A

Pre/Posttest Oral Reading Checklist

Name_____ Grade_____ Teacher_____

Rating Scale

3 = Answered yes, three out of three times.
2 = Answered yes, two out of three times.
1 = Answered yes, one out of three times.
0 = Answered yes, zero out of three times.
A rating of three, on statements 1,2,3,4,7 and 9 would result in 18 points, which equal one hundred percent.

1. Seems to enjoy reading orally before an audience.

_____

2. Has good expression while reading orally.

_____

3. Observes punctuation marks while reading orally.

_____

4. Reads orally in phrases or groups of words.

_____

5. Comprehends what has been read orally.

_____

6. Is able to keep the place while reading orally.

_____

7. Reads orally with the proper volume to be heard easily _____

8. Has the proper voice pitch while reading orally.

_____

9. Seems to read orally with confidence.

_____

10. Usually does not add words while reading orally.

_____

11. Usually does not omit words while reading orally.

_____

12. Usually does not repeat words or phrases while reading orally.

_____

13. Avoids such inhibiting factors as finger-pointing and head movements while reading orally.

_____

(Miller, 1978)

Appendix B

Student Reading Attitude Survey

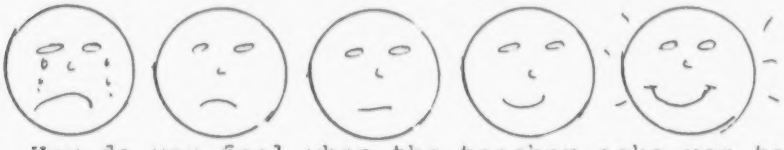
Appendix B

Student Reading Attitude Survey

Name_____ School_____

Directions: Mark an "X" on the picture which tells how you feel when the statement is read to you.

1. How do you feel about reading in class?



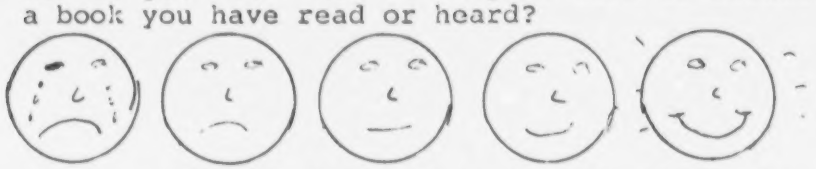
2. How do you feel when the teacher asks you to read aloud from your textbook?

3. How do you feel when the teacher asks you to find the answer to questions in your book?

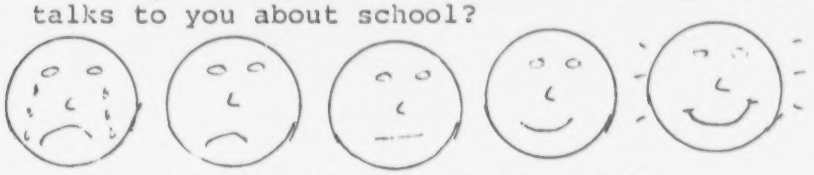
4. How do you feel about asking questions in class?

5. How do you feel when it is your turn to answer a question?

6. How do you feel when it is your turn to discuss a book you have read or heard?



7. How do you feel when a friend or family member talks to you about school?



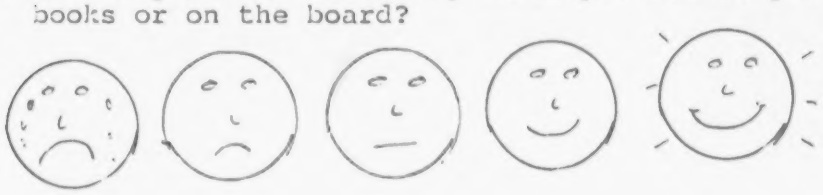
8. How do you like to read to yourself?

9. How do you feel about going to classes every day?

10. How do you feel when the teacher gives directions out loud for everyone to follow?

11. How do you feel when you leave reading class each day?

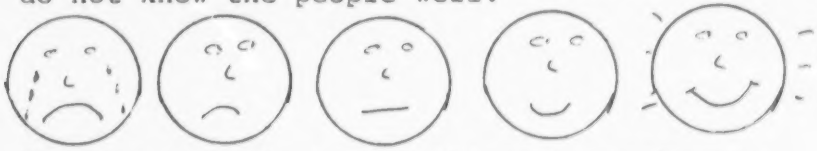
12. How do you feel about big words you see in your books or on the board?



BEST COPY AVAILABLE

13. How do you feel about big words people use when they talk to you?

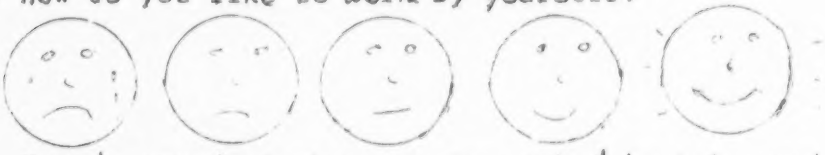
14. How do you feel about working in groups when you do not know the people well?



15. How do you feel about talking to teachers?

16. How do you feel about the way you can work by yourself without a lot of direction from the teacher?

17. How do you like to work by yourself?



18. How do you feel when you are asked to take part in a class activity?

19. How do you feel when the teacher lets you create your own short story or book?

20. How do you feel when you are given a chance to earn free time to do what you want to do?

Appendix C

Book Orientation Checklist

Appendix C

Book Orientation Checklist

Rating Scale: Not Yet Noticed = 0 points

Most of the Time= 20 points
100 points = 100 percent
20 points = 20 percent

Book Knowledge	Does Not Apply	Most of the Time	Sometimes	Not Noticed Yet
Beginning of Book				
End of Book				
Title				
Author				
Illustrator				

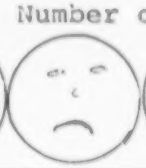
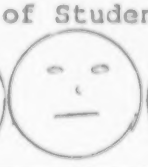
Appendix D

Student Reading Attitude

Survey Pretest Results

Appendix D

Student Reading Attitude Survey Pretest Results

Questions	Number of Student Responses				
					
1		1	2	6	3
2	1	1	2	7	1
3		3	6	1	2
4		3	2	4	3
5			3	7	2
6		2	2	6	2
7	1	2	3	5	1
8			3	5	4
9	1		3	4	4
10		1	3	4	4
11		1	3	6	2
12		4	5	2	1
13	1	4	6	1	
14		9	1	2	
15			2	6	4
16			6	2	4
17		2	2	3	5
18		1	3	7	1
19		5	4	3	
20		1		6	5
Total Student Responses	4	40	61	87	40

Appendix E

Interest Inventory

Appendix E

Interest Inventory

Name_____ Teacher_____

1. What is the title of the book which you have read recently that you liked the best?

2. What is the title of the best book which you have ever read?

3. How much do you like to read for pleasure during your spare time?

4. What are the titles of some of the books in your home?

5. Do you read a newspaper every day?

6. What part of the newspaper appeals the most to you?

   news section_____
   editorial page_____
   society page_____
   teen-age page_____
   sports section_____
   comics section_____
   agriculture section_____

7. How many books have you borrowed from the public library during the last month?

8. What magazines do you read regularly?

9. What kind of things do you usually do after school or work?

10. What kind of things do you usually do on a weekend?

11. What subjects do you like best in school?

12. What hobbies or collections do you have?

13. What clubs or groups do you belong to?

14. What sports do you enjoy watching?

15. What are the titles of the last few movies which you have seen?

16. What living person do you admire the most?

17. What person from history do you admire the most?

18. What do you like to do during summer vacation?

19. Of the following kinds of books, which ones would you like to read for pleasure?

sport stories_____
adventure stories_____
historical novels_____
adult novels_____
problems of teen-agers
biographies and autobiographies of famous people__
mystery stories_____
career stories_____
science-fiction_____
scientific experiments_____
stories about minority groups_____
nature stories_____
poetry_____

(Miller, 1978)

Appendix F

Summary of Interest

Inventory Results

Appendix F

Summary of Interest Inventory Results

1. none-10, the 'Bible'-1, 'How Come Holding Hands Feels so Good?'-1

2. none-10, the 'Bible'-1, 'The Fall of Freddie the Leaf'-1

3. very much-6
   somewhat-4
   not very much-1
   not at all-1

4. 'Joy of Signing'-1, none-8, Jet-1, 'Princess Daisy'-1, 'Golf Jokes'-1

5. no-10, yes-2

6. news section-6
   editorial page-0
   society page-2
   teen-age page-3
   sports page-2
   comic section-3
   agriculture section-4

7. none-12

8. Teen-1, none-5, Reader's Digest-3, Jet-2, Time-1

9. socialize-2, watch TV-6, eat-3, personal hygiene routines-4, listen to the radio-3

10. socialize with family-3, visit friends-2, watch TV-5, sleep-3, listen to music-4

11. math-7, reading-7, cooking-7, history-3, health-1

12. none-8, walks-1, hearing jokes-1, keeping up with current events-2

13. none-4, church-4, stroke club-3

Alcoholics Anonymous-1

14. none-5, basketball-4, baseball-3, football-2, fishing-1

15. Dr. Who-1, The Blob-1, none-3, mysteries-2, comedies-5

16. none-8, my sister-1, my daughter-1, the president-1, Donald Trump-1

17. Burt Reynolds-1, none-9, the president-1, Martin Luther King-1

18. visit my family-2, make crafts-1, go on picnics-5, play bingo-1, go to summer camp-1, watch TV-6

19. sport stories-2
adventure stories-1
historical novels-2
adult novels-0
problems of teen-agers-0
biographies and autobiographies of famous people-3
mystery stories-2
career stories-1
science-fiction-1
scientific experiments-0
stories about minority groups-0
nature stories-5
poetry-6

Appendix G

Book Orientation Checklist Results

Appendix G

Book Orientation Checklist Results

Rating Scale: Not Yet Noticed = 0 points
Sometimes = 10 points
Most of the Time = 20 points

Students	Pretest Scores
1	0
2	70
3	40
4	0
5	60
6	10
7	80
8	30
9	80
10	60
11	80
12	80

(Passing score = 80 points)

Appendix H

Oral Reading Program Implementation

Schedule for Ten Weeks

Appendix H

Oral Reading Program Implementation

Schedule for Ten Weeks

Prior to week one: The following tests were given: Oral Reading Checklist, Slosson Oral Reading Test, Silvaroli Classroom Inventory, Interest Inventory, Attitude Survey, Learning Style Indicator and a Book Orientation Checklist.

Week one: Review the 13 items of the oral reading checklist and introduce the students to poetry.

Week two: Assisted reading, repeated readings, mystery pot for book orientation and content reading including study systems for word identification.

Week three: Assisted reading, repeated readings, mystery pot for word identification and content reading including study systems.

Week four: Modified repeated reading, echo reading and content reading including study systems.

Week five: Assisted reading, repeated readings, imitative reading, content reading including study systems for word identification and mystery pot for book orientation. The 13 item oral reading checklist will be given for the second time.

Week six: Imitative reading, assisted reading, echo reading and content reading including study systems for word identification.

Week seven: Echo reading, content reading including study systems and book orientation.

Week eight: Echo reading, book orientation and content reading including study systems.

Week nine: Echo reading, assisted reading, book orientation and content reading including study systems.

Week ten: Repeated readings. The following tests will be administered a final time; oral reading checklist, SORT and the Book Orientation checklist.

Appendix I

Audio/Visual Permission Form

Appendix I

Audio/Visual Permission Form

You have been chosen to participate in a 10-week oral reading program. I hereby give permission to Tracy Gillette to make audio and/or visual recordings or photographs of myself and to use these finished materials for educational purposes. If you agree to sign this form, please return it by April 30, 1991.

STUDENT'S NAME _____ STUDENT'S SIGNATURE _____

GUARDIAN'S NAME _____ GUARDIAN'S SIGNATURE _____

DATE _____

Thank you,

Tracy Gillette